COLLEGES FAR TOO NARROW, DEAN HAWKES ASSERTS

Columbia Educator Says Books Are Still the Backbone of Education, but That Many Essentials Are Too Often Overlooked

By REGINALD A. WILSON.

"WHAT is the matter with the colleges?" In pursuit of an answer to this question THE NEW YORK HERALD sought Prof. Herbert E. Hawkes, dean of Columbia College. His answer was in brief that the colleges and universities are not properly distributing the emphasis they place upon the purely academic and the extra-curricular activities of the student body. In many instances, he points out, the academic is stressed to the neglect of the human and individual side. In others, the non-academic activities—athletics, dramatics, &c.—are emphasized at the cost of the student's academic development.

The problem of the proper amount of emphasis to be applied to each is one, Dean Hawkes finds, that demands a delicacy of perception and a nicety of application. Definite standards cannot be fixed for all cases, because the problem varies according to the character, size and environs of the institution.

A few weeks ago the *Review of Reviews*, in an effort to test undergraduate knowledge of world affairs, sent questionnaires to some 17,500 students throughout the country. The questions were of a comparatively simple nature, but the average of correctness in the replies was only 44 per cent. One student replied that David Lloyd George was King of Ireland, another that Samuel Gompers was a poet and a third that Charles E. Hughes was Woodrow Wilson's private secretary. Presumably these replies were sent in good faith, judging by the nature of a majority of the rest.

Dean Andrew F. West of Princeton, in a recent interview in THE NEW YORK HERALD, made the startling assertion that half the people of the United States were illiterate. He blamed the elective system of study as one of the basic reasons for this alleged condition.

Dean Hawkes believes the reason lies deeper than that.

Colleges Cannot Agree On Type of Education

"THE NEW YORK HERALD and other publications," he said, "are emphasizing the undoubted fact that the colleges are under fire at the present time, as, in fact, they have been for a considerable period of years. The colleges themselves, through their professors and administrative officers, meet the criticisms in a great variety of ways, and certainly show no agreement among themselves as to the most effective type of college education. This, however, does not condemn the colleges. On the other hand, it merely emphasizes the many sides and vital character of their problem.

"If fifty persons were asked to tell why they loved their mother, it is likely that no two would reply in the same terms. This would not mean that there was no such thing as filial love, or that it was not worth while. It would only mean that it is such a fundamental and deep rooted emotion—touching one person here, another there—that one might as easily try to confine the sunlight as to enclose it in the narrow confines of a single statement.

"The most serious criticism of our colleges is the statement that they do not help their students to take up the problems of life with vigor and effectiveness. These problems may be those of holding down a job faithfully and intelligently, or being a useful citizen or of showing a cooperative and helpful spirit in dealing with those around him."

Dean Hawkes paused long enough to remark parenthetically that what he was about to say must not be construed as meaning in any way that he put athletics and other extra-curricular activities ahead of academic pursuit in point of importance. But he added that, were he, as a father and in the light of his experience as an educator, compelled to act for his own son, he would select the institution that possibly over stressed the importance of extra-curricular development in preference to the one that emphasized academic development to the neglect of the other.

Books Still the Backbone, But Much More Is Needed

"As a matter of fact," he went on, "colleges have never looked at their task in terms sufficiently broad. The study of books is necessary, and, so far as we can see, must remain the backbone of our work. But the qualities of initiative, of leadership, of activity in the countless human relations that surround us, all are touched upon too little in our college offerings. The result is too often that, when a boy takes his degree after a long and careful study from books, he thinks that the goal is reached.

"But he has only a feeble sense of the cruel fact that he is just ready to begin a long, hard climb—through much grime and dirt it may be—before he has earned any right to regard himself with any great satisfaction. He has not learned that only through work well done can he reach the heights. He ought to do this work faster and better because of his education. If he cannot, college has done little for him.

"The average graduate leaves college well equipped mentally and usually with a considerable degree of self-satisfaction. But there is another side that is as yet quite fallow, undeveloped. That is his capability of appearing to advantage to himself when he goes out into the world, and, unguided, experiences for the first time intimate contact with others in life's course. It is then that he must call upon such resources as he has of self-confidence, leadership, initiative, decision—in short, the faculty to impress others.

"In most of our colleges the students realize this better than the faculty. The result is that an antagonism has been set up between the students and the faculty that is a handicap to the development of either the academic or, let us say, the human side of the student. The boys develop the belief that their studies are only a necessary incident to their joining athletic, social and other non-academic activities. The faculty too often counters by arbitrarily over emphasizing the importance of the Latin, history, mathematical or other courses.

"So it seems to me that a whole lot of the criticism of the colleges may be removed if each of these elements is made to realize the importance of the work of the other. The faculty must realize that sports and other similar activities must have their distinct place. But the boys must also gain an appreciation of the fact that, after all, their studies are the basis of their future success.

Student Activities Provide Need for Real Leadership

"The students have sensed this situation for many years in our colleges, and the reason that our athletics and other student activities loom so large is because they supply this need of training in leadership, in action and in cooperative endeavor that is so important.

"The college of the past has too often presented the pitiful spectacle of a faculty confining its entire attention to the so-called academic side of things with a feeling of distinct antagonism toward the student activities, which ought to be one of their concerns. The students, on the other hand, study their courses as necessary evils attendant on their taking part in these other activities which are to them of greatest significance.

"I do not mean that the professors of mathematics should be less active in teaching their subject, but I do mean that they should realize that the activities of the students are a real part of their education and should lend the same interest and helpful support to those who are concerned with the other side of college affairs that we have come to expect from our athletic teachers."

"How," asked the interviewer, "is this problem being solved at Columbia?"

"We are handling it here in this way," Dean Hawkes continued. "We are endeavoring to effect a most careful organization of classes, each with a definite academic motive. In this way, during the preparatory work at Columbia College, the student is grounded in the essentials necessary when he later enters the Law School, the School of Mines, of Medicine or whatever he elects to follow. But this work is so organized that, say at the end of the first year, if the student elects to change his course, to become, for instance, a doctor of medicine rather than an engineer, he can do so without loss of time in the process or without experiencing a sense of defeat in the accomplishment of his original purpose. This is important in the early training.

How Columbia Handles It By New Member of Staff

"Then, in connection with the extra curricular activities, an example of the way we are endeavoring to meet the situation is seen in the recent appointment of a new member of the instruction staff. His duty is to guide, advise, steer the literary and all other outside, but non-athletic, activities. His work is to teach and develop the individual side of the student—to complete the development of the man as a whole—and, if the experiment works out the way we hope it will, the students will develop along these lines without at any time suspecting they are being taught.

"The important aspect of this new appointment is that the man occupying this position contributes just as genuine a part to the educational work of the institution as any professor. This is a different point of view from what we have had, and it has been adopted with the hope of making up the deficiency in the college graduate. We are doing the same thing in athletics. We are careful to have the coaches feel that they are instructors, and, as such, as much a part of the college instructional corps as the professor of history.

"This is nothing more or less than an appreciation of the fact that, while the most important interest of college students is their studies, and these must be the matrix and foundation of the entire college structure, we are dealing with young men who must have ample opportunity to exercise reasonable initiative and imagination in their athletic, social and literary interests. This should be done, not with the mere toleration of every one, but with the active support of all who are fitted by training and temperament to do so.

"In this way the young man will gain in the development of his whole being, mind, body and spirit, by his college course, and will take up the work that comes his way on graduation with the zest and enthusiasm which is dynamic, rather than with an air of superiority and conceit so often noticed in our young graduates.

"Expressed in broad terms, the college aims to give its students a fund of information, an ability to use good judgment regarding a given situation, a habit of looking at every question broadly and fairly, a method of attacking problems fundamentally rather than superficially, a keen sense of the other man's point of view, eyes to see the right and the will to do it.

Only One Bit of Problem Faced by the Colleges

"Some say this may be called training of character, others that it means training for citizenship. But these are each only one facet of the many which the problem of the college possesses. The man with a fine character will inevitably become a good citizen, and the good citizen must necessarily have a good character, when these terms are defined as broadly as those who use them intend.

"The problem is greater than the State or the individual character. It means the preparation of the boy to take the place in the community which his talents and tastes indicate, with the maximum of power and effectiveness. He may be a merchant, a poet, a physician, an editor or a mechanic. A college education ought to enable him to arrive at higher reaches of service and accomplishment than he could have attained without it.

"The study of ethics in college may help some to understand the correct principle of conduct and to adjust themselves more perfectly to their environments, but a course in ethics is not necessary in order that a man may have a good character. The study of the principle of government is exceedingly useful for every one, but it does not make the difference between a good citizen and a bad one.

"The great work of the college, on the intellectual side, is a study of each boy, so that his ambition, his strength and his weakness is clearly seen and enough flexibility of collegiate work so that each student can be given the stimulus and the opportunity that he personally needs for the bringing out of his latent talents and the development of his entire being. This is a difficult task, but, with the aid of an enthusiastic teaching staff and the application of the wonderful results of the modern psychology, it is not too great for the colleges to undertake."

Not Against Elective Studies, But Might Omit Latin

"Does this mean," Dean Hawkes was asked, "that you approve the elimination of elective studies as advocated by Dean Jones of Yale?"

"Quite the contrary," he replied. "But it involves the study of languages—not necessarily Latin—science and the historical and social sciences in properly balanced courses. But above all it involves an attitude of intelligence toward the development of qualities of leadership and cooperation that must lie near the foundation of any well rounded education."

Dean Hawkes's reference to the study of Latin, and his implied belief that he did not regard it as essential to a well rounded education, was in such conflict with the views of Dean West of Princeton, recently expressed through THE NEW YORK HERALD, that his questioner invited him to say more on the subject. Dean Hawkes made it clear that he was not seeking to engage in any controversy with his fellow educator on this much mooted subject, but added:

"There is no one panacea for all of the shortcomings of the mind and the spirit which the college can possibly apply to boys, with the assurance that if they have this the college will have done its duty. Even Latin is not such a panacea. It is useful to many, but it is not all important, as some of its advocates would have us think.

"In the first place," he continued, "it is my experience that comparatively few students of Latin ever acquire from a study of the language a year or two in college, even on top of a four years preparatory course, those far reaching and satisfying advantages that the Latinists claim as the rewards of that study. This may be due partly to the teaching, but largely, I think, to the nature of the young man of our day and generation.

"If the rewards of the chase are not forthcoming what advantage in the chase?

"If the students do not get what the study ought to give them, is not the problem one that ought to be referred back for further consideration?

Day of Latin Gate Past, Despite the Possible Reward

"Perhaps they get an approximation of those rewards. But, after all is said and done, the day is past—even if it ever existed—when it was wise to require every boy who goes to college to enter through the Latin gate.

"No one has ever convinced me that every person going to college, and presumably using his time to the best advantage in preparing his mind and body and spirit for a life of usefulness, should be obliged to take Latin or else forego the advantages of further education. This means that I do not believe in required Latin for the A. B. degree."

"Do you believe, with President MacCracken of Vassar, that the fraternity system in our colleges should be abolished?" Dean Hawkes was asked. Readers of THE HERALD Magazine will recall that Dr. MacCracken recently advocated the abolition of the system because of its alleged tendency toward the development of snobbery and exclusiveness. Dr. MacCracken is a fraternity man. Dean Hawkes is not.

"I do not believe it should be abolished," Dean Hawkes replied with emphasis. "It fills a distinct need in our college life and can be made to be of the utmost usefulness and assistance to the faculty.

"Of course a certain amount of snobbery and exclusiveness results inevitably. That is bad as far as it goes. All depends upon the attitude of the fraternity toward the college itself. A fraternity, the loyalty of whose members stops with the fraternity—that does not transcend that and extend to the college itself—is a damage instead of a blessing. But where the fraternity usurps the functions of the college itself, as has been charged in some cases, it would seem to me that the fault lies in the quality of leadership in the college.

"We have at Columbia thirty-two Greek letter societies, each of which cooperates and collaborates with the dean to a very appreciable extent in the problems affecting the academic training of its members. The advantages of the fraternity system, in my opinion, far outweigh the disadvantages."

Hazing Thing of the Past, But It Made for Solidarity

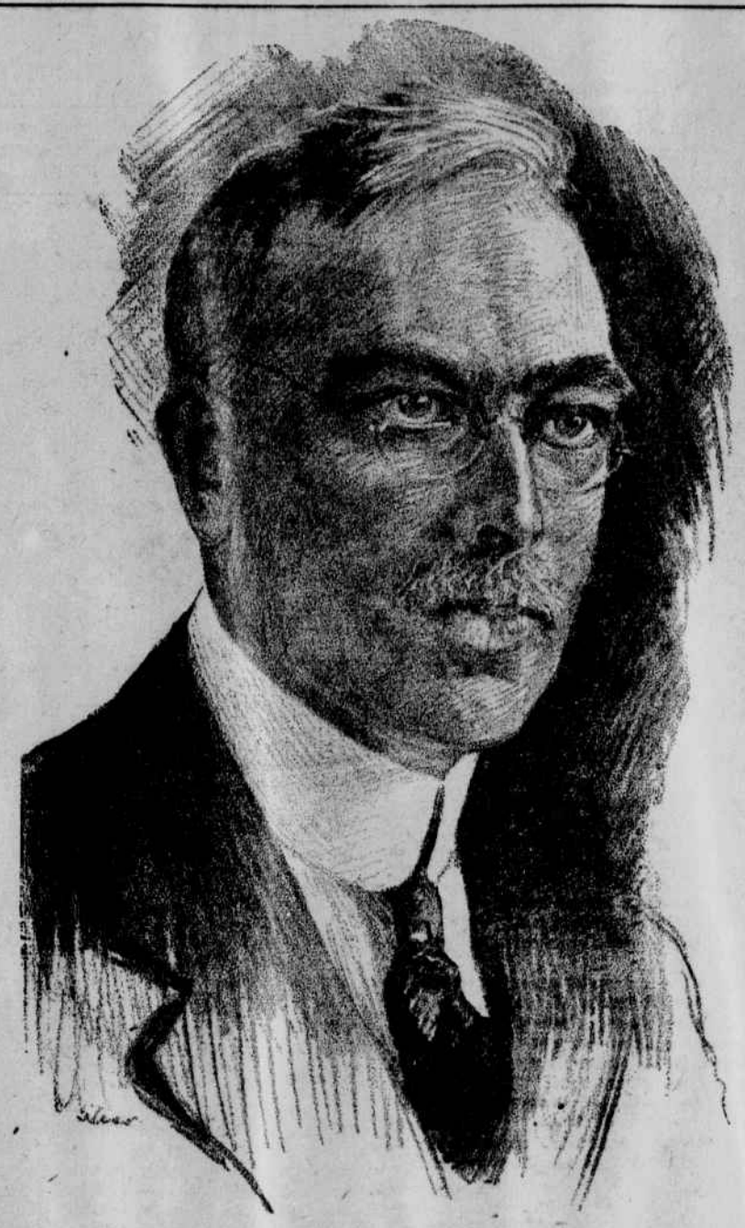
The interviewer ventured one more question. "What," he asked, "is your opinion regarding the practice of hazing?"

"Hazing," replied Dean Hawkes, "as it was formerly known is a thing of the past. I believe, however, that the application of certain rules, adopted by the class organizations, are good in the development in the freshman class of the sense of solidarity, of its existence as a unit. It brings the freshmen closer together, and in doing so helps the whole class in its attitude toward work and sport.

"It frequently happens, particularly in the student's freshman year, that a 'fellow needs a friend.' What does it matter if the sophomores have ruled that the freshman must wear those silly little caps, turn up their trousers, wear a certain colored tie or do any one of the fool things they agree upon. The point is that when a 'fellow needs a friend' he finds one in the other man with the silly little cap or with his trousers turned up or whatever it may be he must do or wear to proclaim his unsophistication.

"And, after all, the boy who won't submit, the boy who won't obey the rules is a pretty unlovely sort of person—not likely to be a good member of a pulling team, not likely to cooperate.

"Of course the problem with the faculty is what to do if the boy refuses. Punishment can hardly be made a part of college discipline, but if the thing is handled judiciously between a committee of the students and the dean's office it can be managed very well. Better judgment has eliminated the old time brutal hazing methods and the critics of existing practices are alarmed about an evil that no longer exists."



Prof. Herbert E. Hawkes, Dean of Columbia College, who talks freely of needed educational reforms.

DEAN HAWKES AS AN EDUCATOR

HERBERT E. HAWKES, Dean of Columbia College, during the post-war period became one of the prominent figures in American education. As the successor of Frederick P. Keppel he has been a leader in forward movements which have made a profound impression not only at Columbia but at his own Alma Mater, Yale, and in other institutions.

Dean Hawkes's work at Columbia brought him so forcibly to the attention of the Yale alumni that he was made a formidable candidate for the presidency to succeed Arthur Twining Hadley. Columbia's educational departures, with which Dean Hawkes has been identified, include the psychological tests for admission now being used by universities throughout the country, adoption of the great freshman course in contemporary civilization, which alters radically old methods of teaching history, philosophy, economics and government; establishment of a new student body called "university undergraduates," extension of compulsory physical education and the stimulation of broadened undergraduate activity.

Under Dean Hawkes Columbia University is gradually losing its metropolitan character and is now truly a national institution, a preponderance of its students coming from other States.

Dean Hawkes was born at Templeton, Mass., December 6, 1872. He is the son of Gen. George P. and Abigail Elizabeth (Sparhawk) Hawkes. He took his A. B. at Yale in 1896 and his Ph.D. in 1900 and then was a student at Gottingen from 1901-1902. Dean Hawkes was appointed instructor in mathematics in 1898 and assistant professor in mathematics from 1903 until 1910 at Yale. He became professor of mathematics at Columbia in 1910. He is the author of a large number of mathematical textbooks and has contributed to many American and foreign mathematical publications.

Aliens Now Sending $100,000,000 Abroad Yearly

Special Correspondence to THE NEW YORK HERALD.

New York Herald Bureau, Washington, D. C., Oct. 1.

APPROXIMATELY $100,000,000 a year earned in the United States is flowing out of the country in a steady stream of gold, currency and drafts to support residents of foreign countries in Europe and the Near East. Departing aliens each year take with them when they leave the United States a minimum of $70,000,000, according to an estimate by Commissioner of Immigration Husband. An additional $30,000,000 a year is being sent out by aliens who work and live here temporarily.

The flood of cash and drafts outward bound may be far greater than this, officials say. There are no exact reports to be had. Estimates can be made which are roughly accurate on the basis of post office money orders, income taxes paid by departing aliens and from other sources.

"The flood of American money going to Europe now is greater than at any time in history," said Commissioner Husband. "During the war, aliens living and working here found it difficult to send money to relatives abroad because of confusion in exchange and war restrictions. Hundreds now are going back to their native lands taking with them the savings of six years. During those six years wages were higher than at any time in the nation's history.

"Some aliens believe Russia has found Utopia. These are drawing all their savings to go back there to live. In one sense this is very pathetic.

"In the cases of many other aliens there is a desire to return to their home districts and shine as persons of wealth. At current rates of exchange this is possible with only a comparatively slight amount of American cash. Some of these will be back later without funds. Others never will return, but will set themselves up in business in their native lands. Steamship companies are having difficulty handling the rush of aliens back to their former homes.

"Some aliens are taking back with them as much as $4,000. All, I presume have at least $200. This probably is a low estimate."

How Exchange Rates Figure For the Several Countries

The cash taken out of the United States each year by departing aliens will buy at current rates of exchange something like 1,050,000,000 francs, French, the universal currency of Europe. This means the average alien, arriving in a European port, has a minimum sum of 3,000 francs. To neighbors and friends, this appears a princely sum, making possible the possession of patent leather shoes, the mark of elegance in European peasant and workers' circles. Add to this an American made gold watch and chain as a probable part of the equipment of the homecomer, a sack suit cut on very latest American style lines, a shiny black suitcase in place of the bundle method of transporting belongings in Europe, and the European worker who has just returned from the United States becomes a local hero.

Aliens are departing from the United States at a rate of approximately 350,000 a year. This is nearly the rate of pre-war times. As a matter of experience, it is shown that very many aliens who leave intending not to return are back within a few months. A large number quickly squander the money they took with them and come back to make more. A few invest it and settle for life.

In pre-war times steamship agency officials were familiar with an army of trans-Atlantic migratory workers. These men, usually unskilled, flocked to this country by thousands each spring to obtain employment on railroads, in building lines and in mills and shops. The coming of fall and cold weather found them hurrying back to their homes in Italy, Ireland, Central Europe, Russia and other countries.

Many Are Afraid to Leave, Fearing They Cannot Get Back

The same tide of migratory workers is setting in. But this year it will be curtailed in large part by the immigration restriction law. Many aliens who long to return home are fearful of departing from the United States lest they be not permitted to reenter.

Aliens leaving the United States numbered 248,303 from January 1 to September 16, according to reports to the Immigration Bureau. In the same period arrivals numbered 316,177. From August 30 to September 4 arrivals were 7,226 and departures 9,652. In this period those departing outnumbered those coming in probably because of the operation of the restrictions on entrants, officials say. These reports include only third class or steerage passengers.

A large number of aliens travel second class now as a result of high wages, which enabled them to accumulate large savings during war years. Aliens flocking to the United States are urged to emigrate to this country by the unusually high prices of food, shelter and clothing in Europe, in comparison with the low prices in the United States. In Italy, for instance, most necessities still cost approximately 400 per cent. more than in the pre-war period. Work is harder to obtain in Italy and in all European countries than in the United States, despite the presence of many jobless here. Throughout Europe taxes are many times higher than in this country and, in several countries, military service is compulsory.

Departing aliens are paying income taxes averaging more than $30 a head, official reports of the Internal Revenue Bureau show. Under regulations of the bureau, persons leaving the United States must present a receipt for their income taxes to date of sailing in order to obtain passport approval from port authorities.

More Than $13,000,000 Income Taxes Collected From Departing Aliens

More than $13,000,000 was collected in income taxes from aliens departing last year. Non-citizens of the United States pay at a minimum rate of 8 per cent. This would indicate that the 300,000 aliens who left the United States during the last fiscal year had an average net taxable income of more than $400 each over and above exemptions. The exemptions are the same as those for citizens, $1,000 for single men and women and $2,000 for married persons, with an additional $200 allowed for each child.

On the basis that each departing alien earned at least $1,500 during his last year of residence here it is calculated that their total income was $450,000,000.

American residents and citizens of foreign extraction are now sending many millions of dollars at regular periods to European countries from which they emigrate to America, for investment in the currencies of those countries while they are at a low value.

A reflection of the extent of this diversion of American dollars to countries abroad came to-day in a cablegram to the Commerce Department, from American trade representatives at Christiania, stating that American citizens and residents of Norwegian birth have deposited in banks in Norway about 150,000,000 kronen in the last year. Exchange value of a Norwegian krone in American money is 12 cents.

Officials of the Commerce Department said Americans in other groups are also sending back large sums, hoping to profit by a future rise in the currencies now at a low figure as compared with the value of American dollars. No figures, however, were available to show the aggregate sums thus diverted to the banks of Europe.